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AUTHOR Tompkins, John F.
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ABSTRACT

The 1983-84 Chapter 1 Reading Program of the Des Moines (Iowa) Independent Community School District is evaluated in this report. The first section of the report describes the project's operation, and specifically discusses the criteria used for selecting students' instructional methods and activities, how instruction was organized, parent contact and participation, and support programs and services. The second section deals with the program's budget and expenditures, and the results of the evaluation are presented in the third section, which examines each of the four objectives being monitored--administration, student performance, instruction, and family performance. The fourth section contains comments on the evaluation, while section five advances recommendations for improving the program. Appendixes contain detailed financial records and copies of test materials. (RBW)

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REPORT OF EVALUATION

Chapter I Reading Program

1983-84

Department of Evaluation, Research and Testing
Des Moines Independent Community School District
1800 Grand Avenue
Des Moines, IA 50307-3382

John F. Tompkins
Chapter I Program Evaluator

Approved by:

Morris D. Wilson, Ph.D.
Director of Evaluation, Research and Testing

October 5, 1984

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CS 007 900

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
DEPARTMENT OF EVALUATION, RESEARCH AND TESTING
EVALUATION ABSTRACT

October 5, 1984

PROJECT TITLE:	Chapter I Reading Program
COORDINATORS:	Marilyn Miller, Elementary Anita Jones, Secondary
PROJECT STAFF:	1.42 - Coordinators (1.0 elementary, .42 secondary) 42.70 - Reading Teachers (31.70 elementary, 11.0 secondary) 1.33 - Secretary 45.45 - Total Fulltime Equivalent Staff
OPERATIONAL SITES:	Elementary Schools: Brooks, Cattell, Edmunds-Jefferson, Findley, Granger, Howe, Jackson, King-Perkins, Longfellow, Lucas, Madison, McKinley, Monroe-Rice, Moulton, Oak Park, Phillips, Stowe, Wallace, Willard Transitional Schools: Callanan, Harding, Hiatt, Hoyt, Metro, Meredith, Weeks Senior High School: Des Moines Technical Nonpublic Schools: All Saints, St. Anthony, Holy Family #1, Holy Family #2, Holy Family #3
POPULATION SERVED:	1,708 students in grades 1-10 (computed by multiplying number of teaching positions by designated student load for each position. This is done due to the fact that the number of students served varies during the program year)
FUNDING:	Source: Chapter I, Education Consolidation and Improvement Act Amount budgeted: $1,387,833.84 Amount expended: $1,385,890.80 Cost per pupil in 1983-84: $ 811.41 (based on 1,708 students)

COMMENTS:

1. Chapter I students displayed gains in vocabulary and reading comprehension between pre and posttesting with the Iowa Tests of Basic Skills and Iowa Tests of Educational Development. Scores on these tests are reported using a metric known as the Normal Curve Equivalent (NCE). This is a scale similar to the percentile rank, but allowing for a more accurate measurement of gain between pre and posttesting. The NCE is the unit of measurement used nationally to measure achievement gains of Chapter I students. The total population of Chapter I students (grades 2-10) who completed both a pre and posttest achieved an average gain of 7.1 NCE units in vocabulary and 8.0 NCE units in reading comprehension. These gains were large enough to surpass the criterion of 6.0 specified in the program objectives. They also showed improvement over the gains attained on the same tests in 1982-83 which were 5.6 NCE units in vocabulary and 7.8 in reading comprehension.

2. Chapter I students attained mastery of over 83 percent of the reading objectives introduced to them through individual educational plans.

3. Chapter I teachers were assigned increased responsibilities in the area of parent involvement during 1983-84. This was due to the fact that program changes necessitated by budgetary reduction completely eliminated staff which had dealt with the parent involvement component in previous years. Chapter I teachers (both reading and mathematics) responded to this reasonsibility by planning and implementing a wide variety of activities aimed at providing information to parents about the Chapter I program. Documentation submitted revealed the occurrence of 70 activities attended by 1,003 parents. Teachers are to be commended for their work in this area.

RECOMMENDATIONS:

1. The gains exhibited by Chapter I students on the ITBS/ITED were sufficient to attain or surpass criterion levels listed in the program proposal. However, variance in the amount of gains attained by grade level was observed. The Chapter I staff should continue to examine the lower gains exhibited at grades four, six, seven and eight, particularly on the reading comprehension subtest. Results should be used in future program planning.

2. The program objective which specifies reporting achievement gains by Chapter I students on the ITBS/ITED using the percentile rank scale should be deleted. The Normal Curve Equivalent scale (NCE scale) which is used nationally and in Des Moines for Chapter I achievement reporting is a superior metric when reporting of achievement gains is desired. Chapter I administration may, however, wish to continue requesting that test results be reported in percentiles as well as NCEs as the percentile scale is useful as an indicator of where Des Moines Chapter I students score in comparison to the national norms.

3. It is recommended that Chapter I staff consider adding the reporting of objectives introduced and achieved by program students to the Chapter I data base on the computer. This action would allow for more efficient processing of this information.

A copy of the complete Evaluation Report is available upon request from the Department of Evaluation, Research and Testing, 1800 Grand Avenue, Des Moines, IA 50307-3382.

I. PROJECT DESCRIPTION

The initial Title I Reading program was approved by the Iowa Department of Public Instruction in 1966 and implemented during the 1966-67 school year. At that time, students were screened to identify those with special needs and Chapter I teachers were employed to provide supplemental reading instruction in regular language arts classrooms or in Chapter I reading laboratories. In 1981 by an act of Congress the program received funding under the Education Consolidation and Improvement Act of 1981 and is now referred to as Chapter I.

In February, 1981, the National Dissemination Review Board awarded exemplary status to the Des Moines Chapter I program (Grades 1-6). This status indicates the program was effective in providing compensatory reading services and that it could be used as a model by other school districts to develop similar programs.

Significant numbers of students have continually indicated a need for special reading instruction based on performance on the Systematic Approach to Reading Improvement (SARI) performance objectives and the Iowa Tests of Basic Skills. During the 1983-84 school year, the district's Chapter I Reading program employed a fulltime equivalent staff of 42.7 teachers and 1.42 coordinators in response to these needs. (The fulltime equivalency of the secondary reading coordinator (.42) was computed by using the portion of the total Chapter I secondary teaching staff comprised of secondary reading teachers.) This staff served 22 public elementary schools, 6 public transitional schools, 1 public senior high school and 5 nonpublic schools, Grades 1-10.

Criteria for Student Selection

Students were identified for Chapter I Reading instruction according to their level of achievement on the vocabulary and reading comprehension pretests of the Systematic Approach to Reading Improvement (SARI) management system for students in grades two through six and according to their placement in the Strategies in Early Childhood (SIEC) Management System, classroom observation, the Metropolitan Readiness Test, or a combination of these methods for students in grade one. Secondary students were selected according to levels of placement on SARI or instructional level in the basal reading program. Classroom teachers referred additional students for individual screening who scored above the criterion level on the SIEC or SARI tests but were believed to be in need of Chapter I services as well as students who qualified according to the SIEC or SARI placement but whose actual need for services was questioned. The SARI word recognition test (level two) was used to further screen students in grade one, while the Spache Diagnostic Reading Scales were used to screen students in grades 2-10.

Ultimately, students displaying the greatest number of diagnosed deficiencies were selected for the project. Priorities were established by grade level for providing service based on a local needs assessment. Elementary students were served based on the following prioritized order of grade levels: 2-3-1-4-5. In the secondary program, the grade level order on the same basis was 6-7-8-9-10.

Major Methods and Activities in the Instructional Program

Before planning individualized reading programs for Chapter I identified students, teachers selected tests to diagnose individual reading

deficiencies in addition to those used in the identification process. One or more of the following instruments might have been used:

Informal Reading Inventory
Durrell Listening Test
Spache Diagnostic Reading Scale
Informal Phonics Survey
Botel Reading Inventory
Ekwall Reading Inventory

On the basis of diagnosed skill deficiencies, Chapter I teachers developed individual educational plans for each student. A variety of methods and materials were employed to supplement the reading instruction offered by regular classroom teachers. In Grade 1, the Strategies in Early Childhood Development objectives were followed until the student completed the auditory verbal and visual verbal objectives. When the student was ready for formal reading instruction, the SARI management system was used. This system consists of performance objectives with criterion referenced tests. For Grades 7-9, the district's basal reading objectives were used.

Organization for Instruction

Chapter I Reading teachers instructed small groups of students for a minimum of 100 minutes per group weekly, depending on the grade level and building. Teachers served students in groups not exceeding five pupils at the elementary level or an average of eight pupils at the secondary level. Each teacher instructed approximately 40 students daily.

Elementary students received direct reading instruction from both the classroom and Chapter I teachers. Instruction by the Chapter I teacher took place either preceeding or following that provided by the classroom teacher and occurred either in the classroom or a designated reading area.

Secondary Chapter I reading students received reading instruction in addition to regular attendance in district English and reading classes. They were scheduled into Chapter I classes from their study halls, home study or classes other than English, language arts or district reading.

Chapter I Reading teachers planned with the classroom teacher for the purpose of prescribing and implementing instruction and evaluating the progress of students. Elementary reading teachers had an hour per day of planning time, one-half of which was before or after school. In addition, Chapter I elementary reading teachers were allowed one-half day of released time each week to visit homes and classrooms and to attend inservice meetings.

Secondary reading teachers provided small group instruction for selected students. Students could be referred to the program by the building administrators, counselors, teachers, parents/guardians or through self-referral.

The secondary Chapter I teachers formally and informally diagnosed reading skill deficiencies of students and consulted with the secondary coordinator who made an assessment as to further diagnostic processes needed to implement an individually prescribed program for each student. The major purpose of the instructional program was to take students not functioning appropriately in academic achievement and/or behavior in the secondary school and develop a program for them which would lead to full participation in the regular school program.

Parent Contact and Participation

An important component of the Chapter I program involved making a sustained effort to communicate with and involve parents. To accomplish this, Chapter I personnel were expected to do some of the following:

1. Make home visits;
2. Invite parents to visit their son's or daughter's Chapter I class;
3. Invite parents to conferences and open house functions;
4. Invite parents to participate in Parent Advisory Council;
5. Invite parents to participate in proposal development; and
6. Plan and implement activities for parents at each Chapter I school.

To accomplish personal contact, Chapter I teachers were released from their instructional duties one-half day per week to confer with parents or arrange for conferences with parents.

Support Programs and Services

A number of supportive programs, services and personnel are available and utilized to enhance the Chapter I student's chances of success. Some of these services/personnel include the following:

1. Supervisor of Reading, Des Moines Independent Community School District
2. English as a Second Language program
3. New Horizons program
4. School nurses, psychologists, social workers and speech clinicians
5. Special education programs
6. Heartland Area Education Agency services

II. BUDGET AND EXPENDITURES

Figure I lists the budgeted and expended funds for the Chapter I Reading program for the fiscal year 1984. The figures are summarized from data provided by the Supervisor, Chapter I programs (see Appendix A).

FIGURE I

Chapter I Reading Program
Budget and Expenditures
(as of July 17, 1984)

Category	Amount Budgeted	Amount Expended
General administration	$ 54,524.80	$ 55,645.68
Indirect charges	38,967.36	38,967.36
Professional salaries	1,000,525.08	1,000,525.08
Substitutes	7,302.00	6,636.96
Classified salaries	12,525.44	12,192.44
Fixed charges	234,680.76	234,451.20
Materials and supplies	6,006.00	5,915.34
Evaluation	24,632.12	24,632.12
Professional services	4,120.00	3,058.92
--Inservice		
--Travel for conferences		
District Parent Advisory Council	1,400.68	1,437.20
Telephone	951.60	1,190.08
Mileage	2,198.00	1,238.72
Total	$1,387,833.84	$1,385,890.80

The budget figures submitted for the secondary Chapter I program included data for both the reading and math programs. In order to enable reporting of dollars budgeted and expended for the entire reading program; i.e., elementary and secondary, the secondary reading dollars were computed for each line item as 56 percent of the total for secondary reading and math. While figures reported using this system may not be totally accurate, it was discovered that the secondary reading program comprises about 56 percent of the total secondary program based on teaching staff assigned.

As can be seen from Figure I, expenditures for Chapter I Reading totaled $1,385,890.80, approximately 99.9 percent of the amount budgeted. Cost per pupil for the 1,708 students was approximately $811.41. This compares to a cost per pupil of $754.59 in 1982-83.

Further budgetary information submitted by the Supervisor, Chapter I programs may be found in Appendix A of this report.

III. RESULTS OF EVALUATION

The evaluation of the Chapter I Reading program was based on 20 key performance and process objectives selected from the project proposal submitted to the Iowa Department of Public Instruction in March 1983. Several other objectives were monitored by the program coordinators but are not discussed in this report.

Accountability files were prepared to facilitate the collection of documentation for program objectives. The Chapter I program evaluator monitored the receipt of documentation on a monthly basis during the year. In this report of evaluation, each objective monitored is quoted followed by narrative concerning attainment of the objective.

Administration Process Objective

Elementary Principals

1. By November 30, 1983, the elementary principals shall monitor the activities of the reading teachers and classroom teachers by classroom visits to assure that Chapter I students are receiving direct reading instruction from the classroom teachers as well as from Chapter I staff.

   DOCUMENTATION: report of supervision of the Chapter I program submitted by December 3, 1983, to the Executive Director of Elementary Education (public) or the Superintendent of the Des Moines Diocese (non-public).

Appendix B contains a copy of the Principal's Report of Chapter I Supervision. In order to complete the form, principals of each elementary building with a Chapter I Reading program must visit the classrooms in which Chapter I students are enrolled. The purpose of the visits was to monitor the occurrence of classroom instruction of Chapter I students. Chapter I regulations strictly dictate that in order to insure that Chapter I remains a supplemental program, classroom teachers must provide direct instruction to these students. The principals also indicate on the form whether or not joint planning between the classroom and Chapter I teachers is occurring. There is also a section on the form for general comments about program operation.

The completed forms were submitted by principals of Chapter I buildings with the exception of two schools. The form from one other building was received without the signature of the principal and another indicated that the principal at that building had recorded observations of Chapter I classrooms rather than regular classrooms. All other forms were complete and submitted in a timely manner. According to the forms, principals were observing direct instruction being provided to Chapter I students by the classroom teacher and the occurrence of joint planning. A few comments were indicated on the forms by principals. These were brought to the attention of the Chapter I elementary reading coordinator by the program evaluator at the time the forms were received. It was indicated at that time that the problems indicated had been resolved. Aside from the few exceptions noted, this objective was achieved.

Student Performance Objectives

1. At the end of the instruction year, Chapter I students, grades 2-10, enrolled in the reading program for at least 80 days will demonstrate an increase in the percentile rank from pre to posttest on the vocabulary and comprehension subtests of the Iowa Tests of Basic Skills, grades 2-8 and the Iowa Tests of Educational Development grades 9-10.

   DOCUMENTATION: ITBS/ITED scores from fall and spring testing submitted to the Director of Evaluation, Research and Testing at the end of the project year.

Table 1 reports the average percentile rank for students completing the reading subtests of the Iowa Tests of Basic Skills (grades 2-8) and Iowa Tests of Educational Development (grades 9-10). Only those students who completed both a pre and posttest are included.

TABLE 1

Iowa Tests of Basic Skills/Iowa Tests of Educational Development
Pre/Post Reading Results - Percentile Rank
Grades 2-10

Grade	Test	N	Vocabulary			Comprehension		
			Pre	Post	Gain	Pre	Post	Gain
2	ITBS	261	24	43	19	23	52	29
3	ITBS	175	18	30	12	18	33	15
4	ITBS	100	17	26	9	23	27	4
5	ITBS	89	18	24	6	21	28	7
6	ITBS	99	23	26	3	20	24	4
7	ITBS	104	23	32	9	24	28	4
8	ITBS	53	17	21	4	17	16	-1
9	ITED	0	NONE SERVED			NONE SERVED		
10	ITED	25	NO SUBTEST			23	31	8

As shown by Table 1, students showed an increase in percentile rank from pre to posttesting on the ITBS/ITED at each grade level with the exception of grade eight in reading comprehension. Eighth grade students showed an increase in percentile rank on the vocabulary sub-

test of four units, but declined one percentile on the reading comprehension subtest. Students at all other grade levels showed an increase in percentile rank on both subtests. Second and third grade students displayed the largest gains in percentile rank.

A major drawback of the percentile rank scale is the fact that intervals between points on the scale are not equal. This factor makes it impossible to set any criterion level for amount of growth expected. To do so would be meaningless, as a given amount of increase from one point on the scale would not indicate the same growth as the same increase from another point.

A solution to this drawback is attained by use of the normal curve equivalent (NCE) scale. This scale is similar in some respects to the percentile rank scale, but has the advantage of equal intervals between points. For example, using the NCE scale, a change from 20 to 24 indicates the same amount of increase as that between 60 and 64. This would not be true using the percentile rank.

The Des Moines Chapter I program adopted the NCE as the metric to measure growth between pre and posttesting in response to a change in national program guidelines several years ago. Objectives 2, 3, 4, and 5 and Table 2 below report test scores using the NCE. It is recommended that beginning in the 1984-85 school year, the Chapter I program delete the objective measuring growth by percentile in light of the information above. Chapter I administration may, however, wish to continue requesting that test results be reported in percentiles as the percentile scale is useful as an indicator of where Des Moines Chapter I students score in comparison to the national norms.

2. At the end of the instruction year, Chapter I students, grades 2-10, enrolled in the reading program for at least 80 days will demonstrate a proficiency on the vocabulary and reading comprehension subtests of the Iowa Tests of Basic Skills, grades 2-8, and the Iowa Tests of Educational Development, grades 9-10, such that the average gain in NCEs will be at least 6.0.

   DOCUMENTATION: ITBS/ITED scores from fall and spring testing submitted to the Director of Evaluation, Reserach and Testing at the end of the project year.

3. At the end of the instruction year, Chapter I students, grades 2-3, enrolled in the reading program for at least 80 days will demonstrate a proficiency on the vocabulary and comprehension subtests of the Iowa Tests of Basic Skills, such that the average gain for grades (2-3) in NCEs will be at least 7.0.

   DOCUMENTATION: ITBS scores from fall and spring testing submitted to the Director of Evaluation, Research and Testing at the end of the project year.

4. At the end of the instruction year, Chapter I students, grades 4-8, enrolled in the reading program for at least 80 days will demonstrate a proficiency on the vocabulary and comprehension subtests of the Iowa Tests of Basic Skills, such that the average gain for grades (4-8) in NCEs, will be at least 3.0.

   DOCUMENTATION: ITBS scores from fall and soring testing submitted to the Director of Evaluation and the end of the project year.

5. At the end of the instruction year, Chapter I students, grades 9-10, enrolled in the reading program for at least 80 days will demonstrate a proficiency on the vocabulary and comprehension subtests of the Iowa Tests of Educational Development such that the average gain for grades 9-10 in NCEs will be at least 6.0.

   DOCUMENTATION: ITED scores from fall and spring testing submitted to the Director of Evaluation and Research at the end of the project year.

TABLE 2

ITBS/ITED Pre/Post Results (NCE)
Vocabulary and Reading Subtests
Grades 2-10

Grade	Level/Test	Vocabulary				Reading			
		N	Pre	Post	Gain	N	Pre	Post	Gain
2	7 - ITBS	261	35.1	46.4	11.3	261	34.6	51.0	16.4
*3	8 - ITBS	175	31.0	38.9	7.9	175	30.7	40.4	9.7
4	10 - ITBS	100	30.2	36.2	6.0	100	34.2	36.9	2.7
5	11 - ITBS	89	30.9	34.9	4.0	89	33.0	37.4	4.4
6	12 - ITBS	99	34.1	36.2	2.1	99	32.5	35.3	2.8
7	13 - ITBS	104	34.4	40.3	5.9	104	34.9	37.4	2.5
8	14 - ITBS	53	30.2	33.1	2.9	53	30.2	28.8	-1.4
9	I - ITED	0	NONE SERVED			0			
10	I - ITED	0	NO VOCABULARY SUBTEST			25	34.2	39.6	5.4
2-10	Weighted Average	881	32.8	39.9	7.1	906	33.2	41.2	8.0

*Students at Phillips and St. Anthony took Level 9 in third grade to conform to building testing policy.

Objective # 2

This objective specifies that the average gain from pre to posttesting for students at all grade levels would be 6.0 NCEs in both vocabulary and reading comprehension. The average gain was obtained by computing a weighted average for the pre NCE and the same for the post NCE. The difference between the two was the gain. The process of weighting helps to reduce some of the measurement error by taking into account the number of students whose scores produce the average NCE at each grade level. This becomes necessary when the size of the population varies among the grade levels.

Students surpassed the criterion for a gain of 6.0 NCEs in both vocabulary and reading comprehension. The overall gain was 7.1 in vocabulary and 8.0 in reading. This is an improvement from the previous year on both subtests when gains on the same subtests were 5.6 and 7.8. It should be noted additionally, that any increase in the NCE between pre and posttesting indicates growth which may be due to program impact. This objective was achieved.

Objective # 3

This objective specifies that students in grades 2 and 3 who complete the Primary Battery of the ITBS will achieve an average gain of 7.0 NCEs. Students in both grades on both subtests surpassed the criterion. The average gain for students in grades 2 and 3 was 10.0 NCE units in vocabulary and 13.7 units in reading comprehension. This objective was achieved.

Objective # 4

Objective 4 states that the NCE gain for students in grades 4-8 computed by using a weighted average would be 3.0 in both vocabulary and reading comprehension. The average gain in vocabulary for students at these grade levels was 4.3. In reading comprehension, the gain was 2.5 NCE units. It should be noted that the gain of 2.5 NCE units in reading fell only 0.5 NCE units below the expressed criterion, a distance that may have been due in part to measurement error.

It is interesting to note that during 1982-83, the gains in reading comprehension were more substantial than those in vocabulary, the reverse of that indicated by the 1983-84 data. This may be reflective of an increased emphasis on vocabulary in an attempt to improve the lower gains in this area from those of the previous year.

By merely observing the lower gain criterion expressed in the objective for students at these grade levels (3.0 NCE units as opposed to 7.0 in grades 2 and 3 and 6.0 in grades 9 and 10), it becomes obvious that historically, gains at these levels have been lower. Reasons for this situation are not clear. Various possibilities have been offered in the past and might again be mentioned. These include:

(a) A smaller number of students served in each grade at these levels generates fewer pre/post matched scores. This factor results in lower reliability of the results.

(b) Of those served for 80 days at these grade levels, a lower percentage complete both a pre and post test. During 1983-84, 72.3 percent of the students served in grades 2 and 3 completed a pre and post-test. This compares with 65.3 percent of the students in grades 4-8.

(c) Test taking skills and attitudes taken to testing sessions by students at these levels may vary from those at other grade levels.

(d) The relationship of the curriculum to the test instrument may be such that lesser gains are produced.

(e) In the transitional schools, scheduling of testing sessions results in a different testing environment in the fall and spring. In the fall, students are administered the tests with nonprogram students. In the spring, these same students complete the tests in their Chapter I classes.

It is recommended that Chapter I staff again examine these and other possible factors during the 1984-85 school year in an attempt to raise the achievement growth level of Chapter I students in grades 4-8.

Objective # 5

This objective involves students in grades 9 and 10 who complete the Iowa Tests of Educational Development. During 1984-85, 25 students who were served at Tech High School had matched pre/post scores. There were a few 9th grade students served at Metro Transitional School, though not for a period of time sufficient to be reported for evaluation.

The ITED does not yield a vocabulary score. The reading scores for the group of 10th grade students indicated a gain of 5.4 NCE units from pre to posttesting. This falls slightly below the criterion of 6.0.

No recommendation is offered here as these grade levels will not be served in the 1984-85 program.

6. At the end of the instruction year, 60 percent of the Chapter I first grade students enrolled at least 80 days in the reading program will have passed 80 percent of the SARI (Systematic Approach to Reading Improvement) Level 2 pre and posttests.

   DOCUMENTATION: SARI scores submitted to the Director of Evaluation, Research and Testing with the May accountability data.

Chapter I teachers submitted lists of first grade students served during the 1983-84 school year. The lists indicated the level each student had completed as of May 21, 1984, in the Systematic Approach to Reading Improvement (SARI) management system. The forms did not indicate specifically the percent of pre and posttests passed at a particular level, though "completing" a level requires that the student pass at least 80 percent of the tests at that level.

A total of 395 students were listed on the forms. Of these, 281 or 71.1 percent had completed level 2. A significant number of students (114 or 28.9 percent of the total group) had completed further levels, i.e. level 3 or 4. This objective was achieved.

7. At the end of the project year, Chapter I student enrolled minimum of 80 days will demonstrate mastery of 80 percent of the reading objectives introduced according to each student's educational plan.

   DOCUMENTATION: educational plans on file with the reading teachers and the Educational Plan Summary Report submitted at the end of the year to the program coordinators.

Table 3 indicates the level of mastery attained by Chapter I students on reading objectivs included in their educational plans. Data included are for students who were enrolled in the program 80 days or more.

TABLE 3

Reading Objectives Introduced and Attained

Grade	N	Average Number of Objectives Introduced	Percent Attained
1	409	21	86.3
2	383	28	86.8
3	220	21	84.2
4	130	14	81.5
5	119	14	78.5
6	170	24	76.1
7	169	29	79.1
8	93	19	82.2
9	0		
10	45	26	88.2
1-10	1738	23	83.5

This objective was achieved. Students at all grade levels achieved 83.5 percent of the objectives introduced to them as part of their educational plans. The average number of objectives introduced during the year to these students was 23. Students in grades 5, 6 and 7 mastered objectives at a rate slightly less than the criterion. (78.5 percent, 76.1 percent and 79.1 percent respectively).

It is recommended that Chapter I staff consider adding the reporting of objectives introduced and achieved to the Chapter I data base on the computer. This action would allow for more efficient processing of this information.

8. By the end of the project year, students (grades 7-10 public) enrolled in the program for a minimum of 80 days will display a more positive attitude toward learning than they displayed at the time of their entrance into the program.

   DOCUMENTATION: pre and post Attitude Toward Learning summary submitted to the Director of Evaluation, Research and Testing at the end of the project year.

Attitude toward learning displayed by transitional school students was measured by a scale developed at Heartland Area Education Agency several years ago. A copy of the scale appears in Appendix C. It was designed to assess attitudes toward learning of individuals above grade five.

Only students who completed the scale at both administrations (fall/spring) were included in the data. Table 4 below indicates that the raw score increase for all students was 0.99. The largest increase for students at a single building was 3.14 at Callanan. This objective was achieved.

TABLE 4

Self-Anchoring Attitude Scale Results

School	N	Pre Mean	Post Mean	Gain
Callanan	30	2.63	5.77	+3.14
Harding	39	5.79	6.23	+0.44
Hiatt	45	6.29	7.58	+1.29
Hoyt	57	6.39	6.75	+0.36
Metro	1	5.00	5.00	0.00
Weeks	71	5.66	6.30	+0.64
Tech	36	6.00	7.17	+1.17
Total	279	5.654	6.64	+0.99

9. By the end of the project year, students (grades 6-10 public) enrolled in the program for a minimum of 80 days will respond positively to the program as indicated by their rate of attendance being equal to or greater than that of all non-Chapter I students in the same schools.

DOCUMENTATION: Chapter I Attendance/Parent Contact Report submitted with the May accountability data to the secondary coordinator and Director of Evaluation, Research and Testing.

Table 5 below indicates attendance of Chapter I students compared to that of non-Chapter I students in the same buildings. The attendance percent refers to the ratio of the number of days actually attended to the number of days possible.

During previous years, attendance data for the district was not in a form that allowed for an easy comparison of data between Chapter I and non-Chapter I students at the same building, i.e., it was difficult to determine building attendance without including Chapter I. The data is now however in a form that allows such a comparison.

TABLE 5

Secondary Chapter I Attendance Data

School	Chapter I Students		Non-Chapter I Students	
	N	Attendance Percent	N	Attendance Percent
Callanan	37	95.1	638	93.6
Harding	69	90.9	732	92.1
Hiatt	97	91.7	590	92.3
Hoyt	81	92.8	546	94.4
Metro	8	75.9	91	65.5
Weeks	85	92.1	716	93.5
Tech	40	91.6	968	91.4
Total	417	92.0	4281	92.4

According to Table 5, Chapter I attendance at Callanan, Metro Transitional School and Tech High School exceeded that of the non-Chapter I students at those schools. The reverse was true at Harding, Hiatt, Hoyt and Weeks. For students at all buildings, the attendance percent of Chapter I students was 92.0 compared to 92.4 for non-Chapter I students. As the difference of less than one half of one percent could be due to statistical error, it may be stated that the attendance of the two groups was equal. This objective was achieved.

Instructional Staff Process Objectives

Instructional Staff

1. By October 4, 1983, Chapter I Reading teachers will select students students in grade one who will receive reading instruction.

   DOCUMENTATION: list of students selected for instruction and eligibility checklist submitted to the program coordinator with the October accountability data.

Chapter I reading teachers selected first grade students for instruction by October 4, 1983 as required by the objective. Lists of students selected are produced after Chapter I enrollment information is entered on the computer. Due to the number of students in the Chapter I program and the amount of data entry required, it was not possible to generate a list of first grade students from the computer until January of 1984. Follow generation of the first list, others were produced on a monthly basis with the final count made as of May 31, 1984. Each time a list was produced, copies were sent to each Chapter I teacher in order that corrections could be made where necessary. The lists were then returned to the Chapter I office where the corrections were entered prior to the time the next listing was produced.

In January of 1984, 369 first grade students were served in the Chapter I reading program. At the end of the school year, 373 were served. Table 6, which appears under the next objective indicates the number of students served at each grade level and building. This objective was achieved.

2. By September 9, 1983, Chapter I reading teachers will select students, grades 2-10.

   DOCUMENTATION: list of students by grade level selected for instruction and eligibility checklist submitted to the program coordinators with the September accountability data.

As indicated in the narrative following the previous objective, class lists were not produced until data entry was completed. This did not occur until January of 1984 though students were selected by the September date indicated in the objective.

Table 6 shows the number of students served by grade and building on January 16, 1984, the date of the first official count. This table does not claim to indicate the number of students served for a particular period of time. It indicates, rather, enrollment on a specific date.

TABLE 6

Number of Students Served
Chapter I Reading
(on January 16, 1984)

School	Grade Level										Total
	1	2	3	4	5	6	7	8	9	10	
All Saints	2	7									9
Brooks	14	17	5	1	3						40
Cattell	13	12	8	-	4						37
Edmunds	--	--	18	8	16						42
Findley	9	9	1	6	9						34
Granger	10	16	4	2	5						37
Holy Family #1	--	--	4	7	8						19
Holy Family #2	5	5	--	--	--						10
Holy Family #3						6	3	1			10
Howe	37	19	15	9	--						80
Jackson	10	13	10	3	2						38
Jefferson	30	25	--	--	--						55
King	52	33	--	--	--						85
Longfellow	8	34	9	1	5						57
Lucas	20	29	10	9	8						76
Madison	9	12	9	4	3						37
McKinley	19	11	10	1	--						41
Monroe	--	--	11	11	9						31
Moulton	27	28	16	9	15						95
Oak Park	11	7	7	11	1						37
Perkins	--	--	11	12	12						35
Phillips	15	12	10	2	--						39
Rice	30	24	--	--	--						54
St. Anthony	4	--	4	5	2	1					16
Stowe	10	14	11	4	--						39
Wallace	18	9	16	15	9						67
Willard	16	18	24	12	--						70
Callanan						11	11	17			39
Harding						30	29	9			68
Hiatt						32	29	19			80
Hoyt						37	33	15			85
Metro						1	4	3	1		9
Weeks						39	37	23			99
Tech										41	41
Total	369	354	213	132	111	157	146	87	1	41	1611

As can be seen, 1,611 students in grades 1-10 were served in the Chapter I reading program on January 16, 1984. Service was provided at 34 buildings including 5 non-public schools. This objective was achieved.

3. By the end of the first semester, Chapter I Reading teachers will have had personal conferences at home or a place selected by the parent(s) of at least 80 percent of the total number of students (grades 1-5) enrolled in the program for a minimum of 20 days.

   DOCUMENTATION: Chapter I Attendance/Parent Contact Report submitted with the January accountability data to the program coordinator, the Director of Evaluation, Research and Testing and the building principal.

4. By the end of the first semester, Chapter I Reading teachers will have personal conferences with parents at home or a place selected by the parent(s) of at least 60 percent of the total number of students (grades 6-8) enrolled in the program for a minimum of 20 days.

   DOCUMENTATION: Chapter I Attendance/Parent Contact Report submitted with the January accountability data to the program coordinator, the Director of Evaluation, Research and Testing and the building principal.

5. By the end of the first semester, Chapter I Reading teachers will have had personal conferences at home, or a place selected by the parent(s) of at least 50 percent of the total number of students (grades 9-10) enrolled in the program for a minimum of 20 days.

   DOCUMENTATION: Chapter I Attendance/Parent Contact Report submitted with the January accountability data to the program coordinator, the Director of Evaluation, Research and Testing and the building principal.

Objectives 3, 4, and 5 relate to contacts made by Chapter I teachers with parents of Chapter I reading students. Table 7 presents data for contacts made with parents of students at the elementary, transitional and senior high levels during the first semester.

TABLE 7

Parent Contacts
Chapter I Reading
1983-84 First Semester

Grade	Number of Students	Percent of Personal Contacts
1-5	1269	88.1
6-8	411	63.3
9-10	43	60.5

During the first semester, Chapter I Reading teachers made a total of 2,170 personal contacts with parents of students served 20 days or more. The program objectives stated that parents of 80 percent of the students in grades 1-5, 65 percent of the students in grades 6-8 and 50 percent of the students in grades 9-10 would be contacted at home or in a place selected by the parents. This implies that the contact could be made through a home visit by the Chapter I teacher or by the parent coming to school for a conference or classroom visit. Letters sent or telephone calls did not count as contacts during the first semester.

Table 7 reports the incidence of parent contact for all three grade levels as defined in the objectives. Data for all students enrolled 20 days or more during the semester were included. As shown by the table, the incidence of parent contact exceeded the criterion expressed in the objective for grades 1-5 and 9-10. Only for students at the transitional schools (grades 6-8) was the percent of contacts slightly lower than the criterion. Instructional staff process objective #4 states that the rate of contact for parents of these students would be 65 percent. The data indicates that 63.3 percent were contacted, a level only slightly less than that expressed in the objective. In reviewing the data submitted by each building at the transitional level, it was observed

that teachers at Callanan contacted parents of only 31.0 percent of the students served. Teachers at all other transitional buildings contacted parents at a rate equal to or above the level specified except in one other case which was only slightly below. The end result is the fact that the much lower level of parent contact at the one building had a significant impact on the total percent. Had data from this building not been included, the criterion would have been met.

It is recommended that the coordinator associated with the secondary reading program take steps to improve the lower rate of parent contact by teachers at Callanan Transitional School.

6. By the end of the second semester, Chapter I Reading teachers will have had personal conferences at home, school, or by telephone with the parent(s) of at least 80 percent of the total number of students (grades 1-10) enrolled in the program during the second semester for a minimum of 20 days.

   DOCUMENTATION: Chapter I Attendance/Parent Contact Report submitted with the May accountability data to the program coordinator, the Director of Evaluation, Research and Testing and the building principal.

Objective #6 relates to contacts made by Chapter I teachers with parents of Chapter I reading students during the second semester.

During the second semester, the objective does not specify different criterion levels for contact with parents of students at each level (elementary, transitional, or senior high). It allows teachers to count telephone calls to homes as personal contacts. This was not permitted during the first semester.

Teachers in grades 1-10 made a total of 2,089 parent contacts during the second semester. Parents of 81.8 percent of the 1,661 students served for 20 days or more during the second semester were contacted. This objective was achieved.

7. By October 14, 1983, Chapter I teachers will conduct a needs assessment at each building to determine the parent interests at individual buildings.

   DOCUMENTATION: completed needs assessments submitted to the program coordinators with the October accountability data

During previous years, parent involvement activities have been coordinated by staff persons assigned to Chapter I administration. During the 1981-82 school year, the parent involvement component included a coordinator (half time position), 2 school-community liaison persons (1 full time, 1 half time), a stenographer (half time) and a parent resource aide (half time). For the 1982-83 school year, the staff was reduced to include the half time coordinator, half time stenographer and 1 school-community liaison. A report of evaluation entitled Chapter I Parent Involvement Component was prepared for both years in order to document a series of process and performance objectives related to parent involvement.

In 1983-84, budgetary reductions made it impossible to continue the staff positions associated with parent involvement. Chapter I teachers now became the primary force for planning and implementing parent activities at the buildings. Objectives specifying parent activities were included as a part of the proposals for the reading and mathematics programs. Instructional process objectives 7, 8 and 9 in this report document parent activities in lieu of a separate report. At many buildings, the parent

activities conducted were not specific to only the reading or only the math program. Reading and math teachers jointly presented a program or provided activities that would be of interest to parents of students in both programs.

Appendix D contains a copy of the Chapter I Parent Activities Needs Assessment. Needs assessments were submitted from all buildings except St. Anthony and Tech. The teacher at St. Anthony indicated in a memo that she had already planned activities for the year and felt for this reason that the needs assessment would not serve a useful purpose. It is not known whether the instrument was not sent out by the Chapter I teacher at Tech or if it was sent out but none were returned.

The purpose of the needs assessment was twofold. It not only encouraged participation of parents in advisory council activities but also asked for suggestions for program activities that parents felt to be worthwhile.

On the form, parents were asked to select from a list of ten activities, two that were of most interest to them. They were also given the option of writing in their own suggestions. The most popular choice among parents was the desire to know what could be done at home to help the child learn. Other popular suggestions included "make and take activities," "assertive discipline," informtion on child development stages and "how to cope with children." This objective was achieved.

8. During the project year Chapter I teachers will implement a minimum of 2 parent involvement activities at each Chapter I building.

DOCUMENTATION: An attendance sheet and process objective acitivity report submitted to program coordinators

Chapter I teachers submitted reports indicating the nature of each parent activity, the date and the number in attendance. Table 8 summarizes this information.

Table 8
Parent Involvement Activities
at Chapter I Buildings
1983-84

Building	Number of Activities Required	Total Number of Parents Attending
All Saints	2	11
Brooks	2	16
Cattell	5	14
Edmunds-Jefferson	2	41
Findley	2	36
Granger	2	27
Holy Family 1, 2 & 3	2	14
Howe	2	28
Jackson	None Reported	
King	2	86
Longfellow	2	29
Lucas	2	55
Madison	3	18
McKinley	2	6
Monroe	2	17
Moulton	2	26
Oak Park	2	50
Perkins	2	24
Phillips	2	40
Rice	2	75
St. Anthony	2	32
Stowe	3	52
Wallace	2	15
Willard	3	57
Callanan	2	42
Harding	4	87
Hiatt	4	8
Hoyt	2	27
Metro	2	18
Weeks	2	34
Tech	2	18
Total	70	1003

Chapter I teachers at all buildings with the exception of one school provided at least 2 activities for parents during the 1983-84 school year. At one building, Cattell teachers indicated the occurrence of 5 activities. As shown in Table 8, a total of 70 activities occurred. These were attended by 1,003 parents, resulting in an average attendance for each activity of 14 parents. Many of the attendance sheets indicated attendance and participation of persons other than parents including friends, former students, guests, teachers (other than Chapter I) and building principals. The attendance figures in Table 8 reflect only the number of parents attending as they were to be the group for which the activities were primarily intended.

Documentation submitted revealed a wide variety of activities including coffees, potlucks, make and take workshops, displays of project activities, etc. It would seem that the activities presented were worthwhile in that they all provided parents with information on how the program operates. Several teachers indicated that they were able to visit with parents rather extensively in conjunction with the activities. Chapter I teachers are to be commended for their efforts in planning and implementing activities for parents. This objective was achieved.

9. By October 7, 1983, Chapter I teachers at each building will submit the name of a parent to be a representative on the District Advisory Council.

   DOCUMENTATION: parent name submitted to the Chapter I Supervisor

Chapter I teachers submitted to the Chapter I Supervisor by the date indicated a list of names of parents who would serve on the Chapter I District Parent Advisory Council. The list included the name, address and phone number of the designated representative as well as the building being represented. All schools designated one individual as a representative except Tech with 4, Weeks with 3 and Hiatt with 2. The total number of representatives was 39. The District Parent Advisory Council was the official representative body of Chapter I parents. By attending scheduled meetings, parents could receive information regarding the program proposals and ongoing activities in the program. This objective was achieved.

Family Performance Objective

1. Near the end of the project year a random sample of parents of identified Chapter I students will respond positively to the project activities.

   DOCUMENTATION: summary of responses obtained by the Department of Evaluation, Research and Testing on the parent questionnaire

Near the end of the year, a 10 percent random sample of all Chapter I parents was selected to receive a questionnaire asking them to provide their opinion on a variety of Chapter I program components. A copy of the questionnaire appears in Appendix E. These included home visits, conferences, general information about Chapter I programs and the parent advisory council.

Parents responded positively to all items and some took additional time to write comments expressing their feelings. The following items on the survey elicited the most positive responses:

"Scheduled school conferences with the Chapter I teacher are helpful to me,"

"Telephone calls and letters received from Chapter I teachers gave me information about my child's progress," (96.4 percent responded positively); and

"I received the Chapter I brochure and/or newsletters (85.7 percent responded positively).

This objective was achieved.

IV. COMMENTS

1. Chapter I students displayed gains in vocabulary and reading comprehension between pre and posttesting with the Iowa Tests of Basic Skills and Iowa Tests of Educational Development. Scores on these tests are reported using a metric known as the Normal Curve Equivalent (NCE). This is a scale similar to the percentile rank, but allowing for a more accurate measurement of gain between pre and posttesting. The NCE is the unit of measurement used nationally to measure achievement gains of Chapter I students. The total population of Chapter I students (grades 2-10) who completed both a pre and posttest achieved an average gain of 7.1 NCE units in vocabulary and 8.0 NCE units in reading comprehension. These gains were large enough to surpass the criterion of 6.0 specified in the program objectives. They also showed improvement over the gains attained on the same tests in 1982-83 which were 5.6 NCE units in vocabulary and 7.8 in reading comprehension.

2. Chapter I students attained mastery of over 83 percent of the reading objectives introduced to them through individual educational plans.

3. Chapter I teachers were assigned increased responsibilities in the area of parent involvement during 1983-84. This was due to the fact that program changes necessitated by budgetary reduction completely eliminated staff which had dealt with the parent involvement component in previous years. Chapter I teachers (both reading and mathematics) responded to this reasonsibility by planning and implementing a wide variety of activities aimed at providing information to parents about the Chapter I program. Documentation submitted revealed the occurrence of 70 activities attended by 1,003 parents. Teachers are to be commended for their work in this area.

V. RECOMMENDATIONS

1. The gains exhibited by Chapter I students on the ITBS/ITED were sufficient to attain or surpass criterion levels listed in the program proposal. However, variance in the amount of gains attained by grade level was observed. The Chapter I staff should continue to examine the lower gains exhibited at grades four, six, seven and eight, particularly on the reading comprehension subtest. Results should be used in future program planning.
2. The program objective which specifies reporting achievement gains by Chapter I students on the ITBS/ITED using the percentile rank scale should be deleted. The Normal Curve Equivalent scale (NCE scale) which is used nationally and in Des Moines for Chapter I achievement reporting is a superior metric when reporting of achievement gains is desired. Chapter I administration may, however, wish to continue requesting that test results be reported in percentiles as well as NCEs as the percentile scale is useful as an indicator of where Des Moines Chapter I students score in comparison to the national norms.
3. It is recommended that Chapter I staff consider adding the reporting of objectives introduced and achieved by program students to the Chapter I data base on the computer. This action would allow for more efficient processing of this information.

Appendix A

Budget and Expenditures

1983-84
General Administration Costs

Items			Budgeted	Expended
1 Supervisor .25 Program Assistant			42,908	42,908
Classified salaries			10,946	10,946
Fixed charges			12,386	12,386
Travel			2,000	1,339
Supervisor Program Assistant				
Supplies and Materials			6,350	5,583
Supplies	3,350			
Dissemination	2,700			
Graphic	300			
Graphic Service			2,100	2,016
Mileage			400	191
Data Processing			5,200	5,291
Computer Maintenance		1,000		
CPU		2,500		
Computer line rental		1,500		
Programming Costs		200		
Equipment			2,815	2,818
Computer and printer				
Printing			1,500	4,927*
Auditing			1,000	1,000
		Total	87,605	89,405

*Due to summer materials produced and cancellation of summer school program

1983-84
Evaluation

Salary	Budgeted	Expended
1.0 Evaluator	25,122	25,122
Fixed charges 23%	5,778	5,788
Travel and mileage	500	500
Materials and supplies	4,920	4,920
Data Processing	3,255	3,255
Data entry		
CPU		
Programming		
Maintenance and rental		
Tapes and test data		
Total	39,575	39,575

Data as of 7/17/84

1983-84
Elementary Reading

Items			Budgeted	Expended
General Administration			40,298	41,126
DPAC			1,035	1,062
Evaluation			18,205	18,205
Indirect charges			28,800	28,800
Professional Salaries			743,181	743,181
1 Coordinator 31.7 teachers				
Substitutes			5,062	5,312
Classified salaries			8,676	8,343
.66 Secretary	6,676			
Kelly girl	2,000	1,667		
Fixed charges 23%			174,091	174,072
Materials and supplies			4,438	4,482
Professional services			2,720	2,299
Inservice Travel for conferences				
Telephone			610	802
Mileage			1,400	910
Coordinator Teachers				
		Total	1,028,516	1,028,594
Cost per student				811

1983-84
Secondary

Items		Budgeted	Expended
General Administration		25,405	25.928
DPAC		653	670
Evaluation		11,477	11,477
Indirect charges		18,156	18,156
Professional salaries		459,543	459,543
.75 Coordinator 19.5 teachers Juvenile Home	455,246 4,297		
Substitues		4,000	2,366
Classified salaries		6,874	6,874
.5 Secretary			
Fixed charges		108,196	107,820
Materials and supplies		2,800	2,559
Professional services		2,500	1,357
Inservice Travel			
Telephone		610	693
Mileage		1,425	587
Coordinator Teachers			
	Total	641,639	638,030
Cost per student			818

1983-84
Summary Sheet

#teacher

31.7 R	x 40 = 1268 =	46%
17.0 M	x 40 = 680 =	25%
19.5 S	x 40 = 780 =	29%

General Administration

		Reading (46%)	Math (25%)	Secondary (29%)
Budgeted	87,605	B 40,298	21,902	25,405
Expended	89,405	E 41,126	22,351	25,928

Evaluation

Budgeted	39,575	18,205	9,893	11,477
Expended	39,575	18,205	9,893	11,477

Indirect charges

Budgeted	62,608	28,800	15,652	18,156
Expended	62,608	28,800	15,652	18,156

DPAC

Budgeted	2,250	1,035	562	653
Expended	2,309	1,062	577	670

Appendix B

Principal's Report of Chapter I Instruction

PRINCIPAL'S REPORT OF CHAPTER I INSTRUCTION

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On Coordination of Classroom Teachers' and Chapter I Teacher's Instruction

School _____

Date _____

Classroom Teacher	Visitation		Direct Instruction to Chapter I Students		JOINT PLANNING		COMMENTS:
	Date	Time	Yes	No	Yes	No	

39

Distribution:
Public Schools: 1 copy to Executive Director of Elementary Education, 1 copy file
Parochial Schools: 1 copy Sister Delores McHugh, 1 copy Department of Evaluation, 1 copy file.
Rev. 4/19/83

Principal's Signature

Appendix C

Self-Anchoring Attitude Scale

INSTRUCTIONS FOR THE ADMINISTRATION OF SAAS: SELF-ANCHORING ATTITUDE SCALE (TOWARD LEARNING)

INTRODUCTION

The Self-Anchoring Attitude Scale (Toward Learning) is an inventory designed to assess attitudes toward learning of individuals in Grade 5 through adult. SAAS is unique in that each individual is asked to describe the end-points of the dimension under examination -- in this case attitude toward learning. This self-defined continuum is then used as a measuring device with no further verbal cues.

DIRECTIONS

Check that all students have a pencil or a pen and one blank sheet of paper. To get off to a good start, it is suggested to say something like this.

> *"Today I am going to ask you about students who like to learn and students who dislike to learn. I am interested in your ideas. This is not a test. There are no right or wrong answers.*
>
> *Not all students are the same. You may feel that some enjoy learning more than others. You may know students who like to learn and students who do not like to learn. Without saying anything to each other, spend the next 3-5 minutes thinking of what you would say about students who like to learn. To help you remember your ideas, write them down on the sheet of paper in front of you."*

Allow 3-5 minutes for the students to complete this. When you are satisfied that they are finished, ask them to spend the next few minutes thinking of what they would say about students who dislike to learn. They can use the other side of the paper to jot down their ideas.

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When they are finished, distribute the SAAS form to each student with the "ladder" side showing. Ask them to write their ideas for "Students Who Like to Learn" at the top of the page in the space provided and their ideas for "Students Who Dislike to Learn" at the bottom of the page.

After all students have finished writing, say to the students:

"At the left side of your paper is a picture of a ladder. Your description of students who like to learn is located at the top of the ladder and your description of students who dislike to learn is at the bottom.

You may be at the top of the ladder -- that is, a student who likes to learn. Or you may be at the very bottom of the ladder -- a student who dislikes to learn. Quite possibly you are somewhere in between those who like to learn and those who dislike to learn.

Take your pencil and mark an "X" on the rung of the ladder where you think you are right now."

When you are satisfied that all students have finished, ask them to write in their name, school, grade, and the day's date in the space provided above the ladder. Also, have them write in their name in the top right hand corner of the form in the space provided.

Collect all the SAAS forms.

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INSTRUCTIONS FOR THE POST-TEST ADMINISTRATION OF
SAAS: SELF-ANCHORING ATTITUDE SCALE (TOWARD LEARNING)

INFORMATION ABOUT SAAS

The Self-Anchoring Attitude Scale (Toward Learning) is an inventory designed to assess attitudes toward learning of individuals in Grade 5 through adult. SAAS is unique in that each individual is asked to describe the end-points of the dimension under examination -- in this case attitude toward learning. This self-defined continuum is then used as a measuring device with no further verbal cues.

DIRECTIONS

Check that all students have a pencil. Return the green SAAS form to the student who is identified on the form. The student's "fall rating" (the ladder having the student's first rating) should not be returned.

After all students have their original copy of the green SAAS form, say to the students:

"Last fall you described students who liked to learn and wrote that at the top of the page. You, also, described students who disliked to learn and you wrote that at the bottom of the page.

Read these descriptions. You may be like the student at the top of the page -- you may be like the student at the bottom of the page, - or you may be somewhere in between those who like to learn and those who dislike to learn.

Take your pencil and mark a X on the rung of the ladder where you think you are right now.

If you would like to write more about students who like to learn or students who dislike to learn, please do so. Write those comments and today's date beside any comments you add.

When you are satisfied that all students have finished, ask them to write their name, school, grade and the day's date in the space provided above the ladder.

Collect all the SAAS forms.

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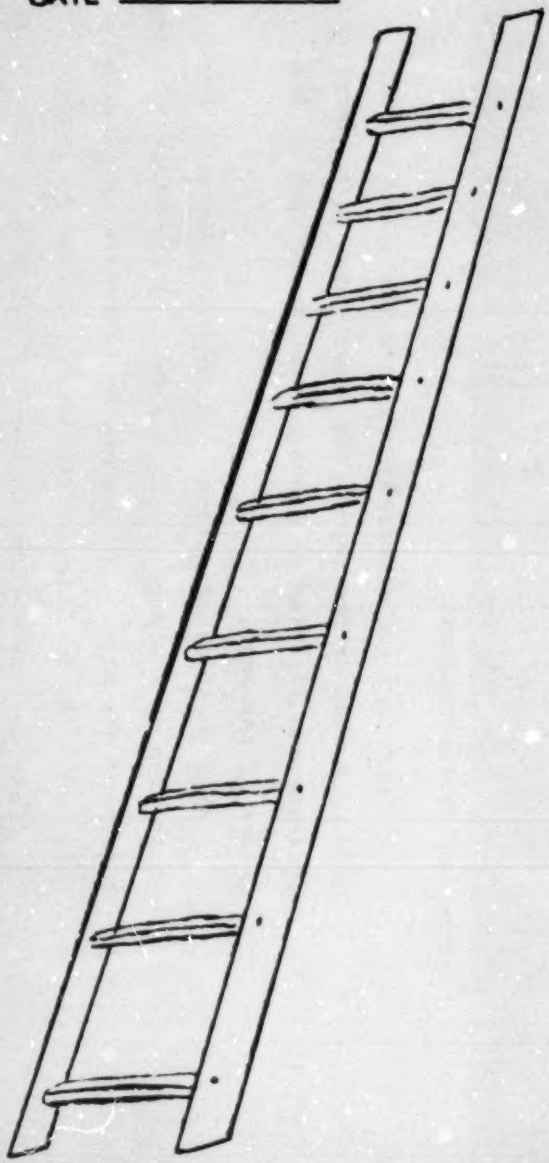
NAME _____

SCHOOL _____

GRADE _____

DATE _____



STUDENTS WHO LIKE TO LEARN

STUDENTS WHO DISLIKE TO LEARN

Appendix D

Chapter I Parent Activities Needs Assessment

SCHOOL_____

CHAPTER I PARENT ACTIVITIES NEEDS ASSESSMENT

The purpose of Chapter I Parent Activities is to involve parents in the education of their children. We believe that the more parents are involved, the more students will learn. There are a number of ways parents can become active participants in the education of their children. Two primary ways of becoming involved are to participate as members in the District Advisory Council and to participate in planned activities. Some of the topics that will be covered during council meetings are the purposes of the advisory council, and information on Chapter I, how the program is planned, and what effect it has on students. In addition to these, there are many activities that can be conducted according to the interests of parents. We would like to learn what interests you.

Please mark the two program ideas that interest you most, or write in your own ideas.

__1. What parents can do at home to help the child learn.

__2. Chapter I breakfast, luncheon, potluck, tea

__3. Parents volunteering

__4. Do-it-yourself educational games (Parent/Child)

__5. Assertive Discipline

__6. Make and Take activities

__7. The child development stages children go through, such as, "Coping with Teenagers"

__8. Speaker on drugs/alcohol

__9. How to communicate with children

__10. Parent/Child educational field trips

__ _____

__ _____

__ _____

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Appendix E

Chapter I Parent Questionnaire

Chapter 1 Parent Survey

Please help us to improve the Chapter 1 program by circling the number that best describes how you feel about each of the following statements:

	Yes	No	No Opinion
I. Parent/Teacher personal contact			
A. Home visits			
1. Home visits made by the Chapter 1 teacher gave me useful information about the Chapter 1 program.	1	2	3
2. Home visits made by the Chapter 1 teacher gave me useful information about my child.	1	2	3
3. Home visits provide an opportunity for my child's teacher and me to openly discuss the Chapter 1 program.	1	2	3
B. Conferences			
1. Scheduled school conferences with the Chapter 1 teacher are helpful to me.	1	2	3
2. Chapter 1 sponsored activities at the school have improved communication between home and school.	1	2	3
3. Telephone calls and letters received from Chapter 1 teachers gave me information about my child's progress.	1	2	3
II. Information			
A. Chapter 1 was explained to my satisfaction when my child was selected to be in the program.	1	2	3
B. I received the Chapter 1 brochure and/or newsletters.	1	2	3
C. The Chapter 1 brochure provides information about how the Chapter 1 program operates.	1	2	3
D. The newsletter Close Up on Learning provides information about Chapter 1 activities at different schools.	1	2	3
III. Parent Council			
A. The school advisory council(s) provide an opportunity for members and community persons to receive important information about the rules and regulations concerning Chapter 1.	1	2	3
B. The school advisory council(s) organizations provide the opportunity for members to express their concerns about the Chapter 1 program(s).	1	2	3

Please make any comments on the back of this sheet regarding suggestions, ideas or opinions you may have about Chapter 1 proposals, advisory meetings, newsletters, brochures or any other subject relating to Chapter 1

THANKS!!